

BACK TO SCHOOL MEETING

Presentation of Subjects

Seconde

Academic year 2026-2027

French

Brigitte Vidal

Seconde is an essential stage in students' schooling. It marks the transition from collège to lycée and gradually prepares pupils for the requirements of the early written French exam (EAF) taken in Première.

At collège, pupils mainly learn to understand a text. In Seconde, they will learn to go further: from now on, it is about interpreting works, analysing their stakes, the writing techniques used and the effects produced on the reader.

The aim of this year is therefore to consolidate what was learnt at collège while developing the working methods specific to lycée.

Course objectives

The teaching of French pursues several key objectives:

- strengthen reading, writing and speaking skills;
- develop the ability to analyse and interpret literary texts;
- build a solid literary culture, open to other art forms;
- develop independence in research and documentation;
- learn to construct personal reflection, exercise critical thinking and argue rigorously, both in writing and orally.

The Seconde syllabus

The syllabus is organised around four main areas of study:

- The novel and narrative fiction, from the 18th to the 21st century;
- Theatre, from the 17th to the 21st century;
- Poetry, from the Middle Ages to the 18th century;
- Literature of ideas and the press, from the 19th to the 21st century.

For each of these areas of study, we will work either on a complete work or on a group of texts. The aim is to help pupils understand how works engage in dialogue with one another, with their era and with the great questions facing society.

Acquiring lycée methods

Seconde is above all a year of methodological learning. Pupils will gradually discover the two main exercises of the written baccalauréate exam:

- literary commentary;
- the essay (dissertation).

These exercises will be taught progressively through regular practice, homework and assessments, enabling pupils to acquire the expected methods.

Consolidating command of the language

Grammar remains an important component of French teaching at lycée. Key concepts will be revised and deepened using a workbook, in order to prepare pupils for the grammar question in the French oral exam taken in Première.

Command of the language remains an essential tool for analysing texts, organising one's thinking and expressing oneself precisely.

Developing oral skills

Oral expression will be practised throughout the year. Based on the texts studied, pupils will learn to produce summary sheets and then present an extract under conditions similar to those of the baccalauréate oral exam.

Pupils will also be asked to do personal reading. Some of this will lead to an oral presentation in which pupils must justify their choice of reading, express a personal opinion and defend their point of view with sound arguments.

These activities will lead to exchanges and debates, encouraging pupils to speak up, listen and respect one another's opinions.

Building a literary and artistic culture

The works studied cover a period from the Middle Ages to the 21st century. Through this journey, pupils will discover the great literary movements, their characteristics and their influence on our view of the world.

The aim is to give pupils a taste for reading, to awaken their intellectual curiosity and to help them understand that literature is a wonderful means of reflecting on the great questions of humanity.

| « *A book is a mirror carried along a road.* » — **Stendhal**

Literature and art history

For each area of study, links will be made with art history. Painting, sculpture, cinema, music and photography will enrich the literary works studied, showing that the arts engage in dialogue with one another and offer different ways of representing the world.

This approach will allow pupils to develop their aesthetic sensitivity, analyse the emotions works evoke and understand the connections between different forms of artistic expression.

Final objective

By the end of the year, pupils will have acquired the working methods specific to lycée. They will be able to analyse and interpret a literary text, construct a solid argument, express themselves confidently in writing and orally, and approach Première and the early French exams with confidence.

Beyond preparing pupils for exams, the French course aims to nurture curious readers, enlightened citizens and young people capable of taking a critical, personal and thoughtful look at the world around them.

Mathematics

Stéphane Mazel

We will have 4 hours of lessons per week. The syllabus is divided into three main parts:

- Functions
- Probability / Statistics
- Vectors and applications

We will rely on numerous exercises to bring out the key concepts that need to be known and, above all, applied. The calculator is a tool we will use regularly and learn to master.

Exercises will systematically be set between lessons so that everyone can make the concepts studied in class their own.

As far as assessments are concerned, they are based mainly on DS (supervised assignments) and CT (termly tests). However, short in-class tests of a few minutes are not ruled out, to ensure learning is progressing well (lessons, application exercises, etc.).

The pace is relatively faster than in Year 10 (3e). Pupils may be surprised by this change of pace despite a good level in Year 10. It is essential to work regularly from the start of the year.

In Seconde, Mathematics is part of the common core. At the end of the school year, pupils may choose to take Mathematics as a speciality subject in Première. In that case, a satisfactory level (a minimum average of 12/20) is expected in order to approach this speciality with confidence.

History-Geography

Karl Suir

The Seconde history syllabus, entitled « The Great Stages in the Formation of the Modern World », meets a threefold objective: to consolidate what pupils learnt during compulsory schooling, to broaden their general knowledge and to study the origins of the contemporary world. It opens with a broad chronological overview, prompting reflection on periodisation in History, distinguishing the major periods of Antiquity, the Middle Ages, the Renaissance and the Early Modern period.

The first theme, focused on the Mediterranean area, aims to refresh and build on pupils' knowledge by recalling some key milestones and legacies from Antiquity and the Middle Ages. The following themes cover the period from the 15th to the 18th century; they aim to help pupils grasp the major political, cultural, economic and social dynamics that underpin the modern world. These include the broadening of horizons, the cultural empowerment of individuals, the strengthening of the role of the State and the emergence of new, often conflicting, political models. These dynamics are fuelled by the increased movement of people, goods, capital, knowledge and ideas, as well as by scientific and technical progress.

The syllabus also covers a theme devoted to contemporary challenges, entitled “Environment, Development, Mobility: The Challenges of a World in Transition”. Today's world is characterised by profound upheavals in space: unprecedented population growth, widening socio-economic gaps between territories, growing awareness of the fragility of environments, and increasing mobility. Although these challenges are significant on a global scale, they must be understood differently depending on the territorial context.

To analyse these changes, the concept of transition is used. It refers to a phase of major change, rather than a simple shift from one stable state to another. Building on and expanding the concept of sustainable development studied at collège, transition is used here as a key to analysing major challenges at different scales.

Preparing for the baccalauréate exams

This preparation follows three main strands: document analysis, answering a structured question, and producing a sketch map.

Document analysis is an exercise practised since collège. This year aims to refine this skill, which requires a precise methodology: analysing the topic, identifying the documents (type, source, author, date), extracting and connecting information, then writing a coherent, well-organised answer.

Producing a sketch map involves four steps:

- determining the aim of the sketch map from the instructions (area to represent, concepts to define);
- selecting information from the text document (the headings indicate the sections of the key/legend);
- organising the information and choosing consistent symbols, in line with cartographic conventions;
- producing a complete, carefully presented sketch map.

Answering the structured question involves three steps: analysing the question to identify the main idea, key concepts and scale of the topic; drawing up a list of shared and personal knowledge to build a detailed plan; then writing the answer (introduction, main body, conclusion).

EMC (Moral and Civic Education)

Karl Suir

Annual theme for Seconde: freedom, freedoms.

Because it carries shared civic ambitions for all lycée pupils, the Moral and Civic Education syllabus at lycée presents the same concepts and content across all pathways. Its implementation is, however, adapted to timetables and different teaching contexts.

Seconde: Rights, freedoms and responsibility

In Seconde, what pupils learnt during compulsory schooling is drawn upon to engage in renewed reflection on the rule of law, its origins and its evolution. The aim is to highlight that the rule of law guarantees our freedoms, alongside genuine democratic pluralism. Exercising freedoms calls for responsibility, both to safeguard or extend them and to respond to the considerable challenges facing contemporary society: the rise of excessive and unequal information, environmental risks, and the ecological transition.

Three main chapters will be covered (6 hours each in the general pathway):

- The rule of law guarantees rights, freedoms and democratic pluralism;
- Freedom and responsibility: the example of information (channels, need and stakes);
- Rights and responsibility: the example of environmental protection and safeguarding biodiversity.

Expectations

As part of the overhaul of the baccalauréate, we will produce methodology sheets covering how to analyse a document using questions, how to analyse a document with instructions but no questions, how to answer a structured question, and how to write an essay.

Assessments will take place orally (case studies, oral presentations) and in writing (supervised assignments and termly tests).

Economic and Social Sciences (SES)

Wilfrid Scamaroni

Economic and Social Sciences (SES) is a subject common to all Seconde pupils. It helps pupils better understand the world they live in and discover three complementary disciplines: economics, sociology and political science.

Teaching objectives

- develop a solid economic, social and political culture;
- understand the major phenomena shaping our society;
- acquire the concepts and methods specific to the social sciences;
- prepare for the choice of specialism subjects in Première;
- train enlightened citizens, capable of analysing contemporary issues with a critical mind.

Skills developed

- observe and analyse economic and social facts;
- use statistical data, graphs and tables;
- formulate hypotheses and construct a reasoned argument;
- apply key concepts in economics, sociology and political science;
- combine perspectives from several disciplines to understand a single phenomenon.

A scientific approach

Pupils discover the method used by researchers in the social sciences: asking a question, formulating hypotheses, gathering and analysing data, comparing results with facts, and building a reasoned conclusion. This approach helps them develop their critical thinking and analytical skills.

The syllabus

- an introductory first chapter devoted to the questions that economists, sociologists and political scientists ask, and their working methods;
- two chapters in economics, covering the creation and measurement of wealth, as well as markets and price formation;
- two chapters in sociology and political science, covering socialisation and social actors, as well as the organisation of political life;
- a final cross-disciplinary chapter on the relationship between qualifications, employment and pay.

Learning method

Lessons alternate between theoretical input, document studies, data analysis and group work, to encourage active pupil participation. Activities gradually develop the methods specific to economic and social sciences: analysing, arguing, interpreting data and building an argument. Regular personal work (learning lessons, exercises and reading) is expected in order to consolidate knowledge and prepare for assessments.

Three types of assessment are used:

- written exam (DS – coefficient 2);
- end of term test (CT – coefficient 3), in the style of the baccalaureate exam;
- in-class assessment (coefficient 0.25).

Physics and Chemistry

Daniel Guy

Seconde marks the start of lycée and a new stage in pupils' schooling. The syllabus is more in-depth and demanding than at collège. This year will lay the fundamental groundwork needed for further study, particularly for pupils wishing to move towards science-based pathways.

Drawing on more than twenty-five years of teaching physics and chemistry, a working method and a set of rules designed to support pupils towards success have been put in place. Here are the main aspects:

Working method

Lessons will be displayed on the interactive whiteboard and must be learnt for the next lesson. Once the concepts have been mastered, they will be applied through various exercises. All exercises will be corrected in class, either by the teacher or with pupils' participation.

It is strongly recommended to do additional exercises to consolidate what has been learnt. These can be checked by parents or by the teacher.

Tests

Pupils will be assessed through supervised assignments as well as written tests, announced or unannounced.

Practical work

Practical work sessions will be organised wherever possible. Pupils then work in groups of two or three.

Syllabus

The syllabus is divided equally between chemistry and physics. This year will lay the essential groundwork for Première and Terminale, as well as for preparing for the baccalaureate.

Guidance

At the end of the year, pupils will need to choose their special options for Première. The Physics and Chemistry specialities will be essential for pupils wishing to pursue scientific studies.

Website

<https://sites.google.com/site/danielepbi34670/> — pupils will be able to find all the lessons there, as well as links to various additional teaching resources.

Life and Earth Sciences (SVT)

Stéphanie Badaroux

Seconde is an important stage of lycée. It allows pupils to consolidate their scientific knowledge while developing the methodological skills essential for further study, whether or not they choose the Life and Earth Sciences speciality in Première.

The teaching of Life and Earth Sciences aims to give a better understanding of how our planet, living organisms and the human body work, while developing scientific thinking about the major issues facing our society.

Course objectives

- acquire a solid scientific culture based on validated knowledge;
- develop rigorous scientific reasoning;
- learn to analyse data and build an evidence-based argument;
- develop critical thinking in order to distinguish scientific facts from opinions or unverified information;
- acquire an effective working method that will be useful throughout lycée.

For pupils who choose the Life and Earth Sciences specialism in Première, this year also provides essential preparation for the demands of specialist teaching.

Main syllabus themes

Theme 1: The Earth, life and the evolution of living organisms — the cell, the basic unit of life; biodiversity and evolution; how ecosystems function; the dynamics of our planet.

Theme 2: The human body and health — how the body functions; genetics; health and responsible behaviour.

Theme 3: Contemporary global issues — natural resources; ecosystems; the impact of human activity; current environmental challenges.

An active scientific approach

Each chapter begins with a scientific question. Pupils are then led to analyse various documents, propose hypotheses, carry out experimental or documentary activities, interpret the results obtained and gradually build up their knowledge.

The summaries produced in class form the course material. Teaching resources, homework and additional documents will be available on Google Classroom.

Assessments

Assessments will measure both the knowledge and skills acquired throughout the year, through supervised assignments, document analysis exercises, experimental activities, written work and oral presentations or collaborative projects.

Spanish

Sabrina Palamara

Seconde is an important stage in learning a modern foreign language. Pupils must consolidate the skills acquired at collège, become more independent and learn to express themselves in a more precise, structured and personal way.

The new syllabus is built around the general theme: « Understanding societies and the people who live in them, in order to express oneself », broken down into six descriptive strands allowing the language to be studied through a range of cultural, historical and social contexts.

Main objectives

1. Consolidate the skills acquired at collège: strengthen all language skills (reading and listening comprehension, written and spoken expression, interaction).
2. Make pupils active and independent: exchange, persuade, debate, describe, recount, explain and argue, through individual, paired and group work.
3. Master the language: regular work will be done on grammar, verb conjugation, spelling, vocabulary, pronunciation and phonology, always in connection with the documents studied.
4. Acquire working methods: analyse a document, identify key information, organise ideas, write a structured answer, give an oral presentation, argue a point, use logical connectors.
5. Discover cultural realities: societies, ways of life, traditions, history and forms of artistic expression in countries where the language is spoken.

Resources and activities

A textbook will provide the basis for exploring the concepts and themes of the syllabus, supplemented by studies of written, audio and video documents, comprehension exercises, written work, oral presentations, dialogues and role-play, debates and group work.

Assessments

Lesson tests, grammar/conjugation/vocabulary exercises, written and oral comprehension assessments, written and oral production, individual or group work.

Expectations

Learn lessons and vocabulary regularly, revise grammar points, complete set work thoroughly, participate actively, speak up in class, correct mistakes and keep materials well organised.

Bilingual English

Vanessa Baker

Pupils in the bilingual section have three hours of English per week. Teaching is organised around the six strands of the official syllabus: Identities and exchanges; Diversity and inclusion; Art and power; Scientific innovation and responsibility; Human beings and nature; The English-speaking Americas.

Units draw on a range of resources (texts, images, audio, video) in order to develop analytical skills, knowledge of English-speaking culture and command of the language. The aim is to reach a B2/B2+ level on the CEFR scale, working on all six language skills. Pupils are also gradually prepared for the baccalaureate exams.

Organisation of learning

Lessons are taught entirely in English to encourage constant language immersion. Spoken work is based on document analysis, descriptions, presentations and reasoned debates. Written expression is practised regularly through argumentative essays, newspaper articles and emails. This work is corrected and accompanied by personalised feedback.

Assessment

Assessment is based on ongoing monitoring and regular tests: supervised assignments, listening and reading comprehension, written work, oral presentations, quizzes and work submitted on Google Classroom. End of term tests (CT) follow the format of the baccalaureate exams: listening comprehension with mediation, reading comprehension, written expression and spoken expression.

Expected work and commitment

Review the documents studied, learn vocabulary, prepare activities, complete written work on time, practise speaking, and put together revision notes. Active participation in class and consistent personal work are essential.

Monitoring

Lessons, homework and instructions are posted on Google Classroom. Pupils and their families are encouraged to check this platform regularly.

Euro English

Madiana Rose

This year, Seconde and Première Euro pupils will be together. They will have three hours of English per week. The language objective is to reach level B1+ for Seconde pupils and B2+ for Première pupils, across six skills: listening comprehension, reading comprehension, spoken expression, written expression, spoken interaction and mediation.

The new syllabus is broken down into 6 areas of study. Lessons will be taught entirely in English, and activities will aim for balanced development of spoken and written skills.

Objectives

- develop overall command of the language by simultaneously progressing reception and production, both in writing and orally;
- place pupils at the heart of their learning in order to encourage their independence through varied practices;
- strengthen linguistic foundations by systematically structuring grammatical, syntactic and lexical knowledge;

- instill rigorous methodological reflexes to approach and succeed in the baccalaureate exams with confidence;
- broaden pupils' outlook on the world by placing language learning at the heart of the cultural and societal realities of the countries concerned.

The textbook “On Your Marks” will be used to achieve these objectives.

Assessments

- short, regular vocabulary and grammar tests;
- written and oral production;
- presentations and other original group or individual projects;
- more substantial assessments;
- assessments organised by the school (CT and DS).

Expectations will be higher for Première pupils: greater depth, complexity, cultural knowledge and command of the language.

PE

Antoine Haget

This year in Seconde marks a new stage in pupils' schooling. The activities offered will allow them to develop their physical abilities, deepen their technical and tactical skills, while gaining independence and confidence. The aim will also be to raise everyone's awareness of the importance of regular physical activity, which benefits health and wellbeing.

1st term: Athletics (middle-distance running & relay)

- develop endurance and learn to pace effort;
- improve running technique, speed and efficiency;
- master baton changeovers in relay races;
- work together to optimise team performance.

2nd term: Gymnastics & strength training

- perform gymnastic movements with control and safety;
- develop strength, core stability, coordination and mobility;
- understand the basic principles of effective training;
- become gradually more independent in carrying out strength-training exercises.

3rd term: Rugby

- consolidate the technical and tactical fundamentals of rugby;
- develop awareness and decision-making in game situations;
- work effectively as part of a team;
- show commitment, responsibility and fair play.

Assessment in PE

Assessment will be ongoing throughout the year and will take into account motor, technical and tactical skills, progress made, involvement and participation, respect for instructions, rules and others, as well as engagement in different roles (player, referee, observer, coach, etc.). A mid-way assessment will be carried out in the middle of each term.

PE rules

- suitable sports kit is compulsory for every lesson;
- a water bottle is essential;
- in hot weather, bring a cap and sun cream;
- safety instructions must be followed at all times;
- respect for classmates, adults, equipment and facilities is expected at every lesson.

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Guidance

Karl Suir

The guidance course allows pupils to reflect on their post-baccalauréat plans. They will be shown where to find information on the different post-bac courses available, as well as the admission criteria (level required, specialisms chosen, etc.), whether in France or abroad, so that by the end of Seconde, pupils can make an informed choice of their three specialism subjects for Première.

This course will take place for one hour per week and will give pupils the opportunity to present their research to their classmates, thereby also practising their oral presentation skills.